# A STUDY OF INTERPERSONAL RELATIONSHIP, DECISION-MAKING AND QUALITY OF WORK LIFE (QWL) IN RELATION TO SELF- CONSTRUAL OF UNIVERSITY TEACHERS

**A**
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## 1.0 INTRODUCTION

The India is the leading nation for diverse students to pursue higher education; the majority of whom are belonging to significant differences in culture and language. Changing profile of higher education, students are also changing shape of Indian young adult populations as a whole. The increasing ethnic and racial diversity of Indian education system mandates that teachers possess appropriate levels of knowledge and skills to work with culturally diverse student. Teachers at higher level have long noticed particular challenges faced by individuals who differ from their colleagues and community in any of a number of ways. This may include gender, race, ethnicity, sexual orientation, and religion, urban / rural, or political commitments, among others. This diversity has resulted in the articulation and development of the concept of self- construal.

In the last decades there has been an increased interest in the field of self-psychology. A number of important theoretical distinctions have been introduced regarding the different facets of self (e.g., Greenwald and Pratkanis 1988; Hermans2003; Higgins 1987; Markus and Kunda 1986; McAdams 2013a; Triandis 1989; Turner and Reynolds 2012). Among these new approaches to the self, one of the most promising and widely used is the self-construal approach (Markus and Kitayama 1991). The basic idea of this paradigm is that there are two different types of self-construal interdependent and independent. The notion of self-construal suggests that the majority of previous approaches to identity were predominantly based on the model of the private self, separated from social roles and relations, and defined through dispositions, qualities, capabilities, and goals (Markus and Kitayama 1991).

To Construe means to *"show or explain the meaning or intention of"* (Random House Dictionary, 1980); thus, self – construal refers to how individuals define and make meaning of self. Markus and Kitayama identified two such self–construals, independent and interdependent. Although they noted that these are only two of many possible self-construals, the term self–construal has become virtually synonymous with independence and interdependence; thus, self – construal is typically defined as how individuals see the self in relation to others.

According to Markus & Kitayama (1991), there are two dimensions of Self construal.

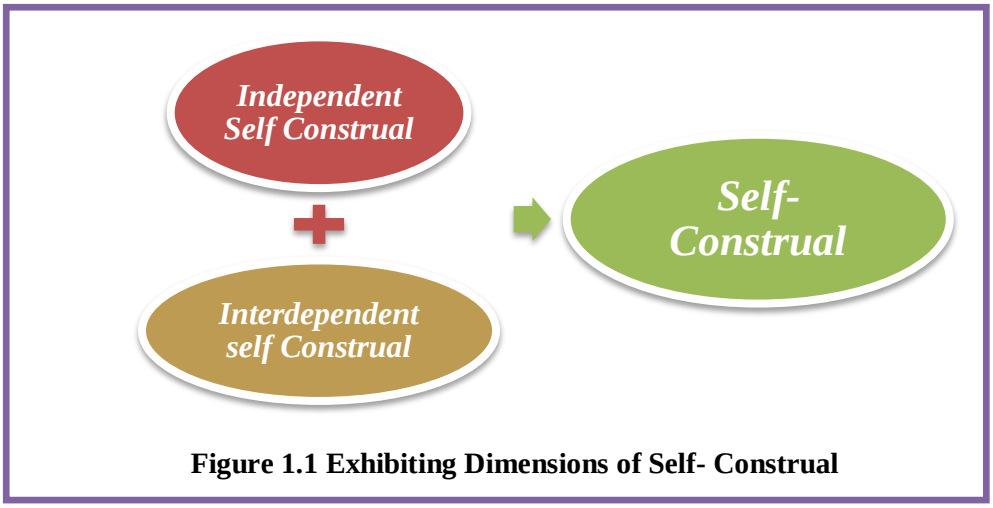


**Figure 1.1 Exhibiting Dimensions of Self- Construal**

**Interdependent self-construal**

Interdependent self-construal is the self-defined by relationships with others and especially close others, such as mother or sister (Markus &Kitayama, 1991). The basis of this self-construal is that the self is "connected to others" and that relationships are integral parts of the person's very being (Cross, 1997).Markus and Kitayama stated that with interdependent self-construal, "behavior is determined and contingent on, and to a large extent, organized by what the actor perceives to be thoughts, feelings, and actions of others in the relationship". This behavior is representative of collectivist cultures described by Hofstede (1983), which are characterized by a rigid social framework with distinct in-group and out-group members, with in-group members conforming to group norms and working together cooperatively.

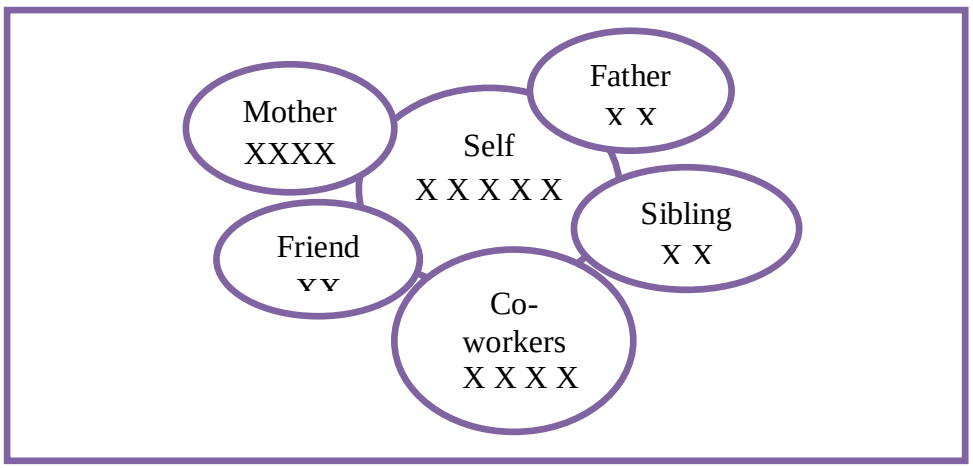


**Fig 1.2 Interdependent View of Self**

**Independent self-construal**

Independent self-construal is the model of self-based on characteristics that are unique to oneself. With independent self-construal, "behavior is organized and made meaningful primarily by reference to one's own internal list of thoughts, feelings, and actions, rather than by reference to the thoughts, feelings, and actions of others" (Markus &Kitayama, 1991). This self-construal is similar to Hofstede's (1983) individualistic culture, which emphasized self-esteem, self-identity, and self-image, with personal goals super ceding those of the group, and competitive interactions the norm. Self-construal is the individual-level equivalent of the cultural variability dimension of individualism-collectivism (Gudykunst et al., 1996; Kim et al., 1996). Gudykunst et al. argued that independent self-construal is associated with people of individualistic cultures, whereas interdependent self-construal is associated predominately with people of collectivist cultures. The recognition of self is a powerful regulator of human behavior. Cross believed that it "directs perceptions, memory, and inference concerning both oneself and others" She also believed that self -construal partially determines emotional experiences, responsibility, and self-control

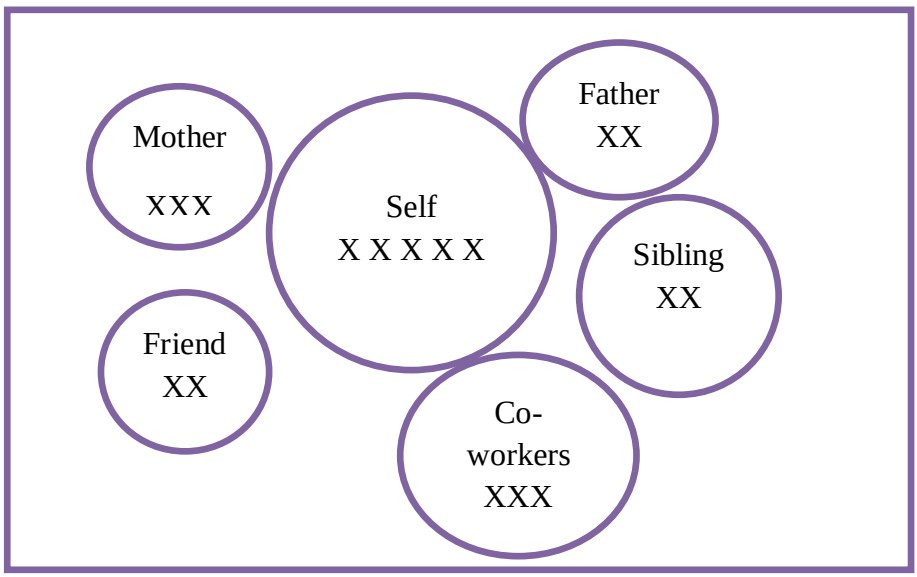


**Fig 1.3 Independent View of Self**

Self -construal also affects cognitive performance, aesthetic preferences, social interactions, and many other facets of behavior

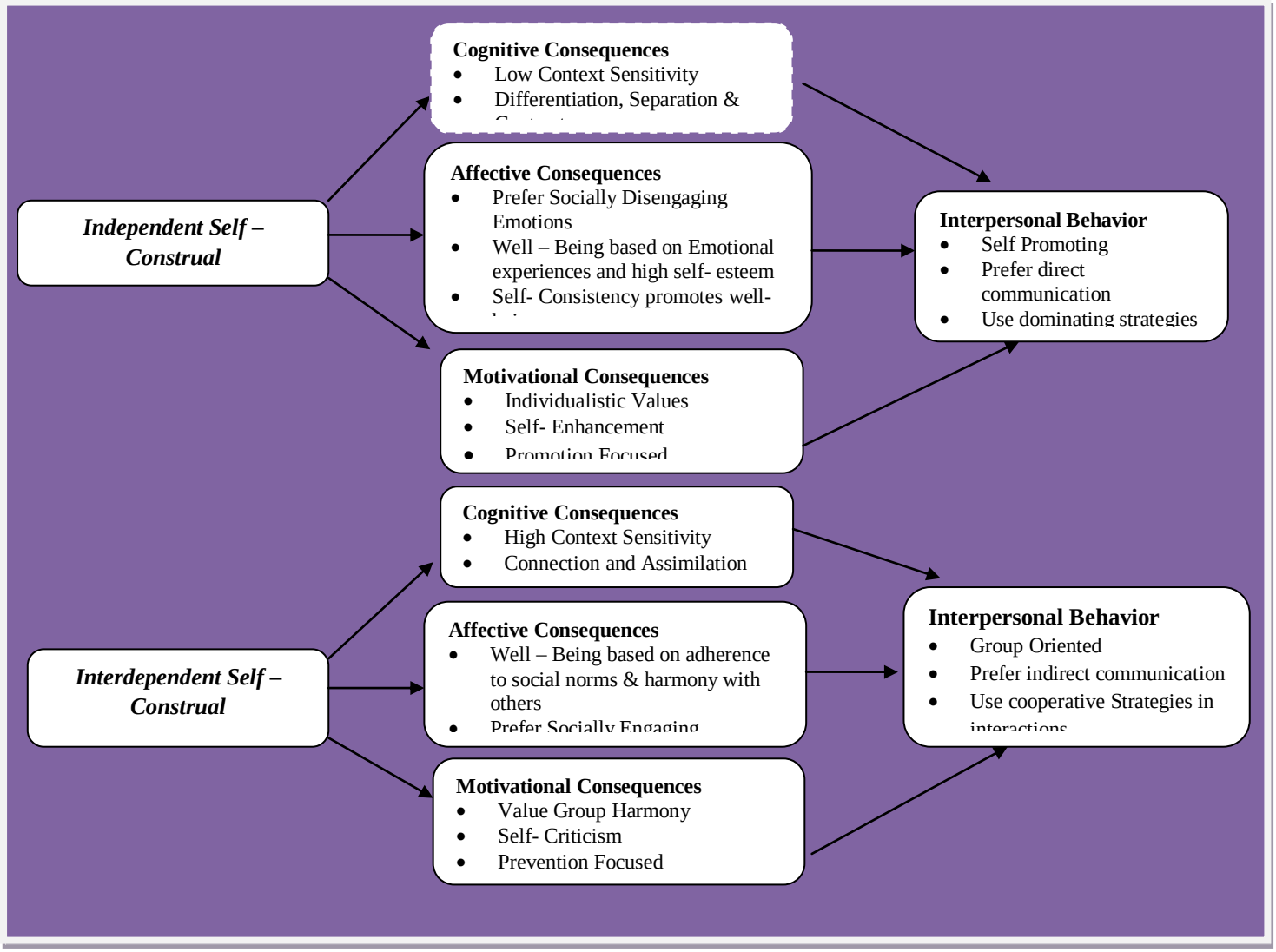


**Fig 1.4 Types of self-construal and their influence on cognition, affect, motivation & social behavior**

Cultural differences, and conceptions of relationship - self, others and institutions in diversity related challenges are playing pivotal role in interpersonal relationships at educational Institutions. Self refers to teachers' attitudes, beliefs, knowledge, and skills in working with individuals from different cultural groups. In particular, the effect of culture on the self is termed self-construal, which concerns how individuals perceive themselves. Such factors can affect academic success, social/cultural acclimation, and even personal/ethnic identity. In most of the history of social psychological research on the self, psychologists assumed a very individualistic self-structure, in which the self was defined by abstract characteristics, unique abilities, and personal preferences and was represented as separate from others and social contexts (Markus & Kitayama, 1991).

An individual spends around eight to nine hours in his organization and it is practically not possible for him to work all alone. If self-construal of an individual is balanced he can eliminate his stress and anxiety in work place. If any work place where misunderstanding and confusion in that environment self-construal exists remains negativity and leads to the strong interpersonal relationships. Relationships make life meaningful, whether they're good or bad. When asked 'What's necessary for your happiness? Most people say, before anything else, satisfying close relationships with friends, family (Berscheid, 1985). The reciprocal influences of individuals exert upon one another in primary social group.

Individual differences in the self-construal may be one contributor to such divergent orientations to relationships. The self is defined in terms of close relationships, and the development and maintenance of close relationships is a central goal. Thus, these individuals will attend to and think about important relationships. Likewise, consequences of close relationships for well-being may differ depending on the self-construal. There were weaker relations between various features of identity structure and subjective well-being for individuals with a highly interdependent self-construal than for those with a highly independent self-construal (Pilarska, 2014). Further she reflects that specificity, separateness, and stability of identity content influenced positive and negative affect through the mediating agency of independent and interdependent self-construal.

In India we follow collectivist culture that often tends to have interdependent self-construal and experience happiness as a socially engaging emotion. Their decisions are likely made to promote social connectedness. This nature is reflected as social differences in team working styles. A group composed of members with low independent self-construal prefers the cooperation strategy to the competitive one, where as a group composed of member with high independent self-construal prefer the competitive strategy to the cooperative one. These cultural values are imbued and well established in the social community members from early childhood. These values can serve as a powerful binding mechanism to establish that sense of social culture. They are not easily subdued, ignored, or refuted when they clash with other values. It is vital to be aware of the underlying cross – cultural differences in decision making as it can be great contributing factor to efficiency in cross-cultural communication,

and conflict resolution. While on the surface multicultural students supposedly add cultural and linguistic diversity to our higher education by contributing to the internationalization of campuses, multicultural students' transition into Indian life and academe is often fraught with challenges including culture shock, adjusting to the new environment and society, adjustment to norms of academic performance, acquisition of academic and language skills, and negotiating chilly campus climates.

If culture of workplace is supportive this leads to the improvement of work life of the individual. Self-construal increases the individual work proficiency and wellbeing. Quality of work life is concerned with the overall climate of work and the impact on work and people as well as on organizational effectiveness. Quality of Work Life (QWL) has been defined as "The quality of the relationship between the employees and the total working environment". In this era, quality of human inputs is the greatest asset to any organization. Maintaining the quality of such human inputs rises from maintaining the quality of work life perfectly. Rise in the quality of work life would help teachers' wellbeing there by the wellbeing of the whole organization. Through introduction of self-construal, interpersonal relationship, decision making and QWL we can improve insure quality of education.

**1.1 EMERGENCE AND JUSTIFICATION OF THE PROBLEM**

Education is a priority in our society. The importance of the teacher in the educational process is unquestionable. In the educational institution, a teacher's role is crucial. The quality, competence, character and effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. The teacher is an employee of an institution where the future of the nation is being shaped. According to the first prime minister of India Jawaharlal Nehru *"the future of the nation is being shaped in her classroom."* It is the teacher who shapes the future of children. The teacher will be most proficient in this work when his/her own aspiration, needs, satisfaction are fulfilled. Each teacher has the basic aspiration to be understood, accepted and appreciated as a complete and unique human being. The fundamental need of the teacher is to strive, to fulfill, acquire self-esteem and self-worth to build an individual and unique identity. The perception of a teacher is not good for on self and also towards & others it. It may lead to aggressive behaviour, frustration and will hamper the personal growth and the

behaviour of the teacher with colleague will not be in harmony and directly it will affect teaching and ultimating the child future may get affected by it. It is therefore necessary for a teacher to improve professional relationship with colleagues and on self and be balanced psychological, socially, spiritually and emotionally are for all this factor which is responsible is Self- construal.

In this regard, self-construal is a very imperative phenomenon. Thus, self-construal refers to how individuals define and make meaning of the self. Cross-cultural psychology provided a vast amount of empirical evidence for the existence of scripts that encode individuals' general concern for in groups (Hofstede, 1980;Triandis, Bontempo, Villareal, Asai, & Lucca, 1988).Self-construal refers to the extent to which individuals perceive themselves as separate from or as connected to others (Markus & Kitayama, 1991; Singelis, 1994) very important for the present research is that a high independent self-construal relates to a greater prominence of individual achievement and independence from groups, whereas a high interdependent self-construal relates to a greater emphasis of collective achievement and interdependence with fellow group members(Brown et al., 1992; Triandis.,1988).

Likewise, individuals with a high independent self-construal are committed to self-interest and personal goals, whereas individuals with a high interdependent self-construal are committed to group welfare and conformity to group goals (Brewer & Chen, 2007). Every institution has its own cultural background, which reflects how complex independent and interdependent aspects of the self's are. People with high interdependence self-construal define themselves based on their close relationships (Gore& Cross, 2010).

Self-construal is developed by workplace culture. If any organization provides support to an individual then this support develops interdependent self-construal. For individuals who have constructed a highly interdependence self-construal, relationships are essential for self-expression, self-verification, and self enhancement. There is also evidence that high relational integrate interests within relationship contexts rather than perceiving them as at odds with each other. Thus, people with a highly interdependence self-construal tend to integrate close others' interests without feeling pressurize. It means self-construal relates with interpersonal relationship and decision-making. Decision-making styles can vary according to their self-construal (Hong, Hahn, and Kean2009). A vast amount of research has demonstrated that institutional culture adhere to self-construal and interpersonal relationship, when inter-personal

relationship is salient in a given context, or when they chronically identify with their institutional context the quality of work life is naturally appeared in good way. Institutional structure affects the quality of work life and quality of work life contributes to their commitment to work and their sense of efficacy. Quality of work life measures is strongly associated with commitment to work and their sense of efficacy (Karen Seashore Louisa 2004). Therefore, it seems relevant to explore that in which extent self-construal predict interpersonal relationship, decision making and Quality of work life.

It has been found that large number of studies has been carried out on self-concepts, self-perception and self-identity but very few researches have been conducted on self-construal. A few sample research studies found have been by researcher below:-

**Table1.1 Exhibiting Variable wise Analysis of the selected studies in International and National Perceptive**

| S.No. | Research variable | Researcher | Year | Findings |
|---|---|---|---|---|
| 1. | Self-Construal | Shelv.P H and Hurley. EA | 1999 | A positive correlation between communication and a preference for the communal learning style. This study finding may inform teaching pedagogy at least to the extent that instructions should be aware of the fact that differences exist in how students choose to learn. Independence was also positively correlated with a communal learning preference. This indicate that when given a choice, those students who reported high level of Interdependence also leads showed a preference for communal learning. |
| | | Greg, A. | 2002 | Workers who an higher in directness are more negatively affected by lack of job autonomy, limited to job performance feedback and interpersonal conflict workers who are higher in self-sacrifice are more negatively affected by limited workload. |
| | | Many l. Rucker and Dominique M. Gendrin | 2007 | There exists no significant differences Male & femal independent and interdependent Self construal & direc communication style. |
| | | Hui Li | 2013 | The study revealed that negative relationship between interdependent self –construal and individual participation in video – mediated group decision - making. |
| 2. | Interpersonal relationship | Rob. W. Holland | 2002 | Greater independence of participants' self-construal was associated with greater spatial distance during the interaction. Together, the studies provide clear evidence that self-construal activation automatically influences interpersonal behavior as reflected in the actual distance between the self and others |

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|---|---|---|---|---|
| 3. | Quality of Work Life | Pooja Gupta Rimpi Gupta | 2008 | Result indicate that there is a meaningfull differences between permanent and contractual Quality of Worklife. |
| | | James Rinehart | 2009 | Economic & technological conditions which underline corporate decision to modify the division of labour are discussed and illustrated. The claim of QWL proponents that job redesign equcally benefits labour & capital is also critically assess. |
| | | Senthikumar Nakkuram | 2010 | There is a significant association between QWL total & Quality of life in teaching environment total, It shows QWL of college teachers is in low level. |
| | | Peter.M. Hart | 2011 | Psychological distress & morale contributed equally to teachers over all quality of work life. |
| 4. | Decision-Making | Kim Hong Youn Hahn and Rita Kean | 2009 | Result that college students' decision-making styles can vary according to their self-construal. |

Therefore, the researcher has been selected this problem due to various reasons

1. The results of different studies are not directly comparable or supported; therefore, the present study is planned to clarify some of the important queries by using such variables.
2. The researcher has not found such study which directly or indirectly linked with all the variables and also not directly supported the selected problem.
3. Very few studies were explored regarding Quality of work life, decision making and self - construal by the researcher.
4. The researcher found that self-construal has great relevance in the field of education hence it is required to fulfill the gap by conducting this framework in the field of education.

Thus, the question under investigation is whether self-construal has actually related the decision-making, interpersonal relationship and quality of work life. There are certain questions which are to be answered-

**1.** What contributing role decision making, QWL and interpersonal relationship can play in determining the teachers' self-construal?

**2.** Is there any relationship between QWL and self-construal of teachers belonging to university?

**3.** Is there any relationship between decision-making and self-construal of university teachers?

4. Is there any relationship between interpersonal relationship and self-construal of university teachers?

Why this study comes under the educational field**:**

Our approach differs from the between-cultural approach to self in that we investigate the impact of individual differences regarding the construal of the self. Thus, we take a within-culture perspective which allows to draw inferences about individuals' cognitive and behavioral conformity when they enter novel social groups. To our knowledge, to the relationship of self-construal, interpersonal relationship, decision – making and Quality of work life has not yet been investigated.

Therefore, the researcher has been selected this study to investigate and exploring the evidences related to Self-construal, Interpersonal relationship decision making and quality of work life.

## 1.2 STATEMENT OF THE PROBLEM

In the context of above justification, the researcher frames the research problem as below:

**"A Study of Interpersonal Relationship, Decision-Making and Quality of Work Life (QWL) in Relation to Self- Construal of University Teachers"**

## 1.3 DEFINITIONS OF THE TERMS USED IN THE STUDY

### SELF CONSTRUAL

According to Markus & Kitayama (1991) Self-construal is defined as one's conception of oneself or one's self-image and is composed of interdependent and independent self-construals.

### INTERDEPENDENT SELF-CONSTRUAL

According to Markus &Kitayama (1991) Interdependent self-construal is the self-defined by relationships with others and especially close others, such as mother or sister.

### INDEPENDENT SELF-CONSTRUAL

According to Markus & Kitayama (1991) Independent self-construal behavior is organized and made meaningful primarily by reference to one's own internal list of thoughts, feelings, and actions, rather than by reference to the thoughts, feelings, and actions of others.

**OPERATIONAL DEFINITION OF SELF -CONSTRUAL**

In the present study self-construal means a group of thoughts, feelings, and actions concerning the relation of the self to others and the self as separate from others.

**INDEPENDENT SELF-CONSTRUAL**

In the present study independent self-construal means one's identify a clear boundary that separates the self from others and to giving higher priority to personal goals than to group goals.

**INTERDEPENDENT SELF-CONSTRUAL**

In the present study interdependent self-construal means one's defining the self in terms of relationships to others and to giving higher priority to group goals than to personal goals.

**INTERPERSONAL RELATIONSHIP**

Interpersonal relationships are social connections with others that can be brief or enduring. We experience a variety of interpersonal relationships on a daily basis with family, friends, significant others and people at our workplace.

**OPERATIONAL DEFINITION OF INTERPERSONAL RELATIONSHIP**

In the present study Interpersonal relationship means relations between a few, usually between two people. How one person thinks and feels about another person, how he perceives him and what he does to him, what he expects him to do or think how he reacts to the actions of the other.

**DECISION - MAKING**

According to Wang (2001) decision- making is a process that chooses a preferred option or a course of actions from among a set of alternatives on the basis of given criteria or strategies.

**OPERATIONAL DEFINITION OF DECISION- MAKING**

In the present study decision-making means involves choosing among alternatives based on the goals and values of the person or group making the decision.

**QUALITY OF WORK LIFE (QWL)**

According to Rethinam and Ismail (2008) define QWL as the effectiveness of the work environment that transforms an organization into a meaningful one and influences personal needs in shaping the values of employees that support and promote better health and well-being, job security, job satisfaction, competency development and balance between work and non-work life.

**OPERATIONAL DEFINITION OF QUALITY OF WORK LIFE**

In the present study QWL means impact of the workplace on satisfaction in work life, satisfaction in non-work life domains and satisfaction with overall life. There are 6 dimensions under quality of work life.

**Fig1.5 Exhibiting Dimensions of Quality of work life**

## 1.4 OBJECTIVES OF THE STUDY

To make study scientific and systematic the researcher has framed the following objectives:

1. To study the relationship between interpersonal relationship and self – construal among university teachers.
2. To study the relationship between decision-making and self – construal among university teachers.
3. To study the relationship between Quality of work life (QWL) and self – construal among university teachers.
4. To examine the relationship between of the self- construal with interpersonal relationship, decision- making and quality of work life (QWL)of university teachers.

## 1.5 HYPOTHESIS OF THE STUDY

Following null hypothesis are formed for the study:

1. There is no significant relationship between interpersonal relationship and self-construal among university teachers.
2. There is no significant relationship between decision- making and self-construal among university teachers.
3. There is no significant relationship between Quality of work life (QWL) and self-construal among university teachers.
4. There is no significant relationship of self –construal with interpersonal relationship, decision-making, Quality of work life(QWL) of university teachers.

## 1.6 VARIABLES OF THE STUDY

The variables of this study are Self-construal, Interpersonal Relationship, Decision-Making and Quality of work life (QWL). Independent and dependent variables are as follows:

**Independent variables**

1. Self-Construal

**Dependent variable**

1. Interpersonal relationship
2. Decision-making
3. Quality of Working Life (QWL)

## 1.7 DELIMITATIONS OF THE STUDY

1. The present study will be delimited to the universities from Uttar Pradesh state only.
2. The sample will be comprised from only the teachers belonging university.

## 1.8 METHODOLOGY OF THE STUDY

The methodology of the study has been stated in the following heads

### 1.8.1 METHOD OF THE STUDY

The purpose of the proposed study is to explore the interpersonal relationship, decision - making and Quality of work life in relation to their self-construal of teachers belonging to university. Keeping in view the nature of the study, the Descriptive Survey Method will be employed in the present research.

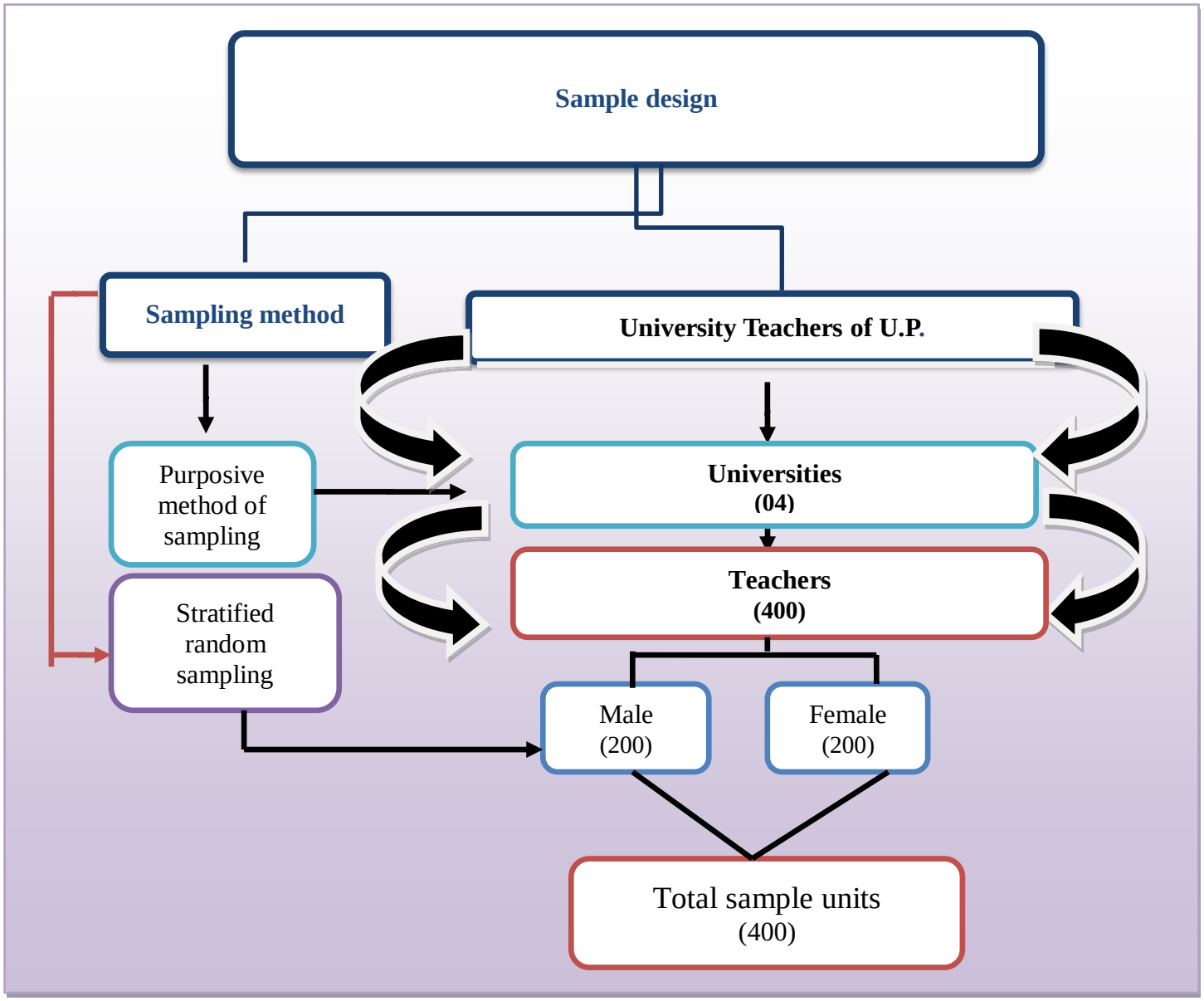
### 1.8.2 POPULATION

The population of present study will be university teachers from Uttar Pradesh.

### 1.8.3 SAMPLE

Stratified random sampling method will be used to select the samples for data collection. The sample for the present study will be 400 teachers from various 4 universities of western U.P. Out of which 200 will be male and 200 will be female. These three universities will be selected purposive from various universities of western Uttar Pradesh.

### 1.8.4 PROCEDURE OF THE SAMPLE SELECTION




### 1.9 TOOLS

The following tools will be used for data collection:

1. Self-construal Scale by Singelis, T.M (1994) will be used after adaptation in Indian scenario for measuring self-construal.
2. Interpersonal relationship tool will be developed by researcher.
3. Quality of work life (QWL) tool will be developed by researcher.
4. Decision-making tool will be developed by researcher.

## 1.10 STATISTICAL TECHNIQUES

The following statistical techniques will be used for the analysis and interpretation of the data.

**Descriptive Statistics**: Mean, Standard deviation, Graphical representation will be applied as descriptive statistics.

**Inferential Statistics**: Correlation and Multiple Regression analysis will be applied as inferential statistics.

## 1.11 SIGNIFICANCE OF THE STUDY

Presently self-psychology has been great relevance to understand the self because self is a powerful tool to regulate our behavior. Our self is a determinant of our self- construal. Several Research Studies in the world have measured the self-construal of Employees in Government and Non-Government Organizations. In the present scenario every organization is getting involved to provide the best of the best work culture to enhance the work life as well as the job attitude and the professional effectiveness of its employees. The quality of human inputs is the greatest asset to any organization so we should shape our self-construal in right direction. A better Quality of Work Life, interpersonal relationship and decision-making improves the well-being of the teachers as well as the organization's growth. Self-construal will naturally help to improve performance of the whole organization. Self-construal develops a specific type of self that influence the teachers' behaviour and ultimately the teaching and working pattern. Self-construal may be an important construct for fostering the scientific knowledge related to interpersonal relationship, decision making and Quality of work life.

Every organization has its own culture and this culture is the factor for what kind of self- construal will develop. Self-construal is the model of self-based on characteristics that are unique to oneself. The recognition of self-construal is also helps in the developing of Decision –Making, Interpersonal Relationship and Quality of work life. Thus the findings may be supportive for any organization to identifying which type of self-construal reflects among their employees. The findings may be helpful for developing a strong organizational support system for creating interdependent self-construal. The findings of this study will also be advocate stress free environment for teachers in order to foster their levels of job satisfaction & commitment with the organization. Therefore this study will be important for individuals in reducing their organizational stress and anxiety and nurture their inter-personal

relationship. Teachers can increase their satisfaction level with the help of self -construal which will indirectly generate affective commitment and decision- making.

This study will also help how increase teacher's performance by influencing the teacher's decisions based on inter-personal relationship? Because teachers' subjective wellbeing is directly related with their efficacy and effectiveness. Researches reveal that self- construal, decision making, interpersonal relationship and quality of work life are highly associated with the wellbeing, motivation level, aspiration and personal growth of teachers. The findings of this study will help the university teachers to know the role of self-construal on personal effectiveness as well as institutional progression. This study will also highlight the need to expand the view of culture beyond race, ethnicity and nationality, and to consider other variable such as socio economic status and gender. Hence, it seems relevant to study the relationship of self -construal among interpersonal relationship decision-making and Quality of work life among university teachers. Researcher believe that this topic is of great relevance in order to understand how self- construal play a significant role to develop good interpersonal relationship which is directly related with decision making and quality of working –life and also suggest how individual adjust to novel social groups, a task that people are confronted with frequently.

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